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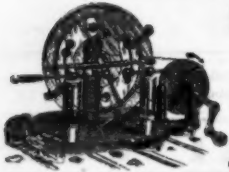
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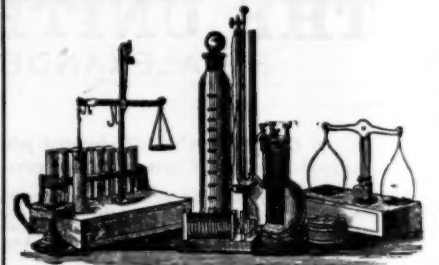
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TO what extent we should model our American systems after the English, French, German, Italian, or Russian systems is a question. We are constantly referring to Germany for precedent. This is not sound reference. We have peculiar environments, entirely different from any other nation. In England, society-forces determine the lines of progress along certain fore-ordained lines. In France, centralizing thoughts are in the ascendant, while in Germany the home and social instinct is the ruling thought. In this country we have no ruling, central motive, unless we call our inordinate love of money and desire of place and power a national characteristic. Our work here is consolidating and constructing, but out of the present is to come a future, and our school-system is an important factor in making this future. Our studies of Germany, France, and England must be through American spectacles. Adaptation is our aim. Ours is a question of nationality, and in solving it we must study other systems in the light of our peculiar needs and possibilities.

THE final decision not to change the date of the next meeting of the National Association will reduce its attendance from New England, New York, and the Middle states, and throw additional burdens upon the Central states, which they are fully able to meet. In fact, judging from the Madison and Chicago meetings, they have proved themselves fully able to take care of the association for all time to come. Yet there will be from the East a number of persons who have already tasted the sweets of office, and desire a larger bite. These will be on hand as usual. The delay in fixing Eastern rates will also prevent many from attending from this region. Most teachers in our larger cities make arrangements for their summer vacation early in the season. We happen to know that there are a large number of teachers who would like to visit Yellowstone Park and the Pacific coast, but so far no inducements have been held out for them to go. In former years when the meetings were held at Chicago, San Francisco, Topeka, and Nashville, circulars were in the hands of New York teachers before this time, but this year the officers in charge here have maintained a masterly inactivity, which must work to the detriment of the association. We hear it rumored that arrangements are made for the election of a permanent secretary this year at a salary of \$2,500 or \$3,000. The principal argument used for this action is the fact that the arrangements for this meeting have been so poorly made. Others are asking what is to be done with the money in the treasury, unless we pay a secretary with it. It is said that we need a man of large head and large voice, in a place where thinking and voice will be of some practical use. Now, if it is fore-ordained that there is to be a permanent secretary, we know of no fitter or more popular man than President Canfield. Not only has he proved his eminent adaptation to the place by years of experience, but he would bring with him the unanimous support of the Mississippi valley, from which region the association has got the money it has, and from which it must draw largely in years to come. Many in the East would be enthusiastic in his support, and we hope that no political maneuvering will debar him from a place he has so justly earned, and for which he is so admirably fitted. But we are opposed to the election of a permanent secretary at any salary. The association doesn't need one. It has got along admirably in the past without one, and why not let well enough alone. It will be a wrong thing to turn the income of its invested funds into the pockets of any one man, on the assumption that the association needs his valuable services. Let us keep on in the way we are going for a few years longer, avoiding the semblance of rings, or the suspicion of personal management, and the association will become a power in the land. Any other course will be certain to bring its usefulness to a speedy termination.

IT is an old maxim that "times change and we change in them." The time was not long ago, when institutes were not; then they were, and to-day continue much as at first. Is it not time to change their methods? Let us see. In Massachusetts, where institutes began and Horace Mann, Lowell Mason, and the elder Russell lectured, the field was new. Educational questions, now settled, were unanswered. These men and their associates were pioneers in a new country, and they wisely used methods adapted to pioneers. After them came the normal practice schools. These are with us, and will remain with such variations as circumstances and times seem to demand. But the institute remains, much the same as when it commenced. But how ought it to be changed? First: it should be more like the practice classes in our normal schools. Classes should be taught, and

methods criticised, through concrete illustrations. It is one thing to *talk about* teaching, and another to *teach*. Next to actually teaching well, is the seeing and hearing of good teaching. How many have failed who have known thoroughly every fact they attempted to teach! To know is one thing, to do entirely another. To see is good, but to take a class, ask the questions in logical order, and reach certain results is far better. If our institute instructors would devote more of their time to actual teaching in the presence of the teachers, showing by example, that which had before been laid down as sound doctrine, in our opinion, much good would be done. Second: the institute instructors could supervise the professional study of those teachers who are anxious to improve, and yet are not able to attend a normal school. These teachers need guides. If such persons should be formed into classes, and if work could be laid out, and if once in six months they could be brought together for a conference and an examination, great good would be done. Definite aims would be promoted, and such a thorough study of the science of education encouraged as would, within a few years, revolutionize the rank and file of the teaching corps. The reading circle movement shows that a need exists for definite work. It is certain we have not yet struck the right plan of organization, and we may not reach it for several years to come, but an institute faculty under the direction of the state department could exert a mighty influence in unifying thought and promoting the careful study of standard educational authors.

We have now a body of doctrine connected with our profession that is worthy of careful study. There are half a dozen books on education at hand, fully equal to anything in law, medicine, and theology, and teachers who are to take good rank, must know what these books contain. In the future our examinations for first grade certificates will gradually leave tests as to a knowledge of technicalities to the second and third grade departments, and give more and more attention to the scientific and historical parts of the work. Teaching is assuming more and more a professional aspect, and for this reason we urge that our institutes should change these methods in the interest of progress and science.

THOSE who have not been taught in the public schools do not usually value these schools. The rough old trader who has succeeded in getting rich on a minimum of learning and a maximum of common sense doesn't usually send his sons to school. "Let them get into the rough and tumble of the world as soon as possible, and get there if they are able." It is a singular fact that some city papers are edited by persons who do not value public education. Such editors are out of place. Every discerning man knows that the public school is at the corner stone of our public and private prosperity, and the writer who assumes not to know it, gives evidence of either pretence or the possession of most shallow thought.

We have an example of how little a public writer knows about primary work in the editor of the *Sun* of this city. It requires no education to teach the *a, b, c's*, is his doctrine. Here he shows his ignorance. To know how to teach the three R's properly, requires much knowledge, and actually to teach them properly much patient practice. Not any foolish boy or girl can become a teacher. It is a good thing for our schools that but few of the old school of educational thinkers remain, and it will be a still better thing when these few are removed beyond. Teaching is the highest and best work in which a man or a woman can engage. Nothing is higher or better. In this work is the real gospel of emancipation from the bondage of evil, in which we are bound.



## MISCONCEPTIONS.

The power of seeing things in their right relations is essential to those who discuss educational questions. Even our most eminent men sometimes fail here. We have an example of such a failure in discrimination in an article by Dr. E. E. White, recently published in the *Journal of Education*. He says that it has been asserted that "manual training is to be a sovereign remedy for what is supposed to be a wide-spread distaste for manual labor among American youth." He asks "how this little leaven of tool-work, taken by a few pupils in the higher grades, is to exorcise the repugnance to manual labor, we are not told." Now it is quite certain that there has been a growing repugnance to hand work among our youth. Many young men are to-day receiving small salaries as clerks, who might be earning large wages as master mechanics. No one will deny this fact. Manual training in schools will never make mechanics or artists, but hand work, in the form of the kindergarten in the lowest grade, and manual work on through the other grades, must certainly do a great deal toward increasing respect for those who get their living by the sweat of the brow. No sober advocate of manual training claims that it is a "new gospel of labor," but all of its intelligent promoters do most thoroughly believe that it is now, and will be much more in the future, a powerful factor in bringing all classes of society nearer together.

But this is not the reason why manual training is advocated by those who know what they are talking about. These claim that it has superior educative qualities. There is no myth in the command to "educate the whole boy," or its synonym, "Send the whole boy to school." The Creator has given us senses, by whose exercise the mind gets precepts. All the senses are needed. Let one remain unused and the brain lacks one of its means of getting its stimulus. Manual training exercises all the senses and so is of the highest value as an educational force. This is the argument upon which manual training will stand, and we think it is so strong that it will be difficult to turn it out when it is in, or stop the wave of influence in its favor. There is no "gospel of labor" but there is a gospel of education, and people are beginning to find out, better than ever before, the goodness and beauty there is in it.

The misconception Dr. White and other opponents of manual training are laboring under, is that it will turn a few youth into mechanical pursuits. Dr. White says, "The public schools cannot teach any trade without overcrowding it with workmen." They don't want to teach any trade. When the public school reaches the time when it does teach the trades, as trades, and turns out shoemakers, type-writers, stenographers, etc., then the public school will be dead. This "trade business" is just what we do not want. The question for us to answer is, How can we educate the rising generation? and this is about as big a question as the average thinker wants to answer just now. The question is not, How can we make post-hole diggers, plowers, carpenters, blacksmiths, lawyers, doctors? etc., etc. No! no! The question is, How can we make men and women?—honest, capable, strong in body, soul, and mind.

In connection with this we call attention to an address by Mr. J. G. Fitch, recently delivered before the College of Preceptors, on "Hand-Work and Head-Work": "I conclude, then, with this general inference from recent discussions. There is room in our schemes of instruction for increased attention to manual training. The neglect of this subject is an undoubted mistake, and it needs to be corrected. But the necessary change in our educational procedure should be made with caution. We must not exaggerate the educational value of mere hand-work, and not make it a substitute for intellectual effort. We must not make a fetish of technical or manual instruction, or assume too readily that it will prove a panacea either for all our social ills, or for our educational deficiencies. We must not suppose that the world is to be regenerated by turning schools into workshops, or by dethroning the schoolmaster to make room for the artisan. The urgent questions now demanding the attention of all serious educators are: What is the true and rightful place to be held by the training of the fingers and the senses, and of the artistic faculty, as part of a liberal education; and how can this training be so given as to be instrumental in fulfilling the highest purpose of a school—the development of a complete and rounded character, in force, in refinement, in intelligence, in moral purpose? This is not an easy problem. It is not yet solved. It will not be solved until much larger experience, and more thought and knowledge, have been brought to bear upon it. But every such

meeting as this, in which earnest teachers assemble together to encourage one another in the pursuit of lofty ideals, and to confer with each other respecting the best way to make teaching nobler, and schools more useful, will do something to render the ultimate solution of the problem easier and more fruitful."

## DIFFERENCE BETWEEN PROFESSIONAL AND NON-PROFESSIONAL TEACHING.

This is not found in the salary, in the honorable position, or in the permanent tenure of the office. A college professor may use the most non-professional methods possible, while the obscure country teacher may be a most sound professional teacher. We remember once hearing a state normal school professor conduct a recitation in which not a trace of professional method could be seen. He was as dry as a chip basket, and as dull as an old hoe. We couldn't see in him a single redeeming quality, except that he was as polite and gentle as ever a man could be.

A professional teacher aims at character, the non-professional at the book. Here are the two—*character, book*. Let us step into a non-professional teacher's school-room. We hear him saying, "Where is Borneo? What does it produce? How many people live in it? What is its chief city? State its latitude and longitude? Its climate?" This is a sample of what we hear all the forenoon. It is, "Give the rule," "What is your answer?" "How many examples have you worked out?" "How many words did you miss yesterday?" "Why did you not get your lesson?"

Now let us step into the professional teacher's room. Let us see what that group of girls are about. On a large board, some soft wet clay is coming into shape as an island. "What are you doing, girls?" "Molding Borneo." They keep hard at work. They are evidently interested. Some of the work is rough, but it is the *real thing*, an island. "How large?" we asked. Instantly one of the girls went to the board, and drew France, and then Borneo, on the same scale. "There," she said. "You see." "But," I asked, "how large is France?" A few more strokes of the crayon, and the outline of New York, Pennsylvania, Virginia, and Maryland came into sight. Nothing was said, but I saw the best answer to my question I could have. All other questions concerning Borneo were answered, as far as possible, by objects. We cannot here tell how, but it was so different from the other school that we went away wishing that all the world of teachers could see what we had seen this day. With us, seeing was believing. The way the geography of Borneo was taught by the professional teacher aided the development of *character*, far more than the acquisition of facts; yet the professional teacher taught far more facts than his non-professional friend, and with far greater ease.

*Professional teaching is scientific.* Science consists in classification. Nothing, in the true order of teaching, stands alone. Everything is related with, and compared to, something else. If a wild violet is studied it is compared with its cousin—the pansy. If an apple blossom is examined, it is compared with a wild rose. Fishes are placed by fishes, cats by the side of dogs, oxygen put over against hydrogen, etc., etc. In good teaching nothing is alone, everything is compared or related with something else.

Professional teaching proceeds upon the principle that observation is the absolute basis of all instruction, and that method of teaching is far the best that leads the learner to rely upon himself, and investigate for himself. It excites *self-activities*, and self-effort, and leads to concluding, generalizing, and at the end to *belief*. In other words it makes knowledge fresh and new, and not stale and old.

## FAITHFULNESS IN PRESENT DUTIES.

A very successful teacher lately gave some points in a talk in his office—for he has an office—being a superintendent of a city of considerable size; and was listened to with closest attention. To win success it was necessary, he insisted, to give two dollars worth of work for the dollar received, and even in larger proportion if necessary. A man who cannot make a success if in the small school-house, at the cross roads, will not succeed anywhere; he must not think it beneath him to give his nights and days to planning for success among that handful of boys and girls.

When David essayed to attack Goliath, he could say, "I was successful upon the mountains in taking care of the sheep and keeping off the wild beasts." Nothing

helps a man to be successful more than some success he has already had. If he has been successful as a farm hand, if he has been successful in his studies at the academy, if he has been successful for the first day, or the first week, or the first year, he has something under his feet that is substantial to stand on, and will help him more than anything else. To postpone effort until some great occasion comes, is fatal. A man was seeking an office in a company of soldiers. "Why," said one, "you are only a drummer." "Yes, but do I not drum well?" What success consists of in the present place must be looked at with care. To have applause is not success, though it is often so considered. Hence the teacher must have a just ideal of what he ought to do, and what ought to be done. It must be a high ideal; he must construct it himself. Shall he aim to make boys and girls like the average boys and girls? Shall he aim to make his school like the average school? No, he will say, I must have a high ideal of what the teacher can do; it must be in accord with the capabilities of the human being.

To be successful in the present place, the teacher must not shun work; it is work that does it, but it must be work of the right kind. A lazy teacher is never a successful one. This does not mean a bustling, noisy one. Such flatter themselves they are very hard at work, because they march around and do so much talking. One of these could be heard by the neighbors far above the din of the school-room, for of course there was a din; such men create a din. He always complained of the hard work he did. The truth is he tired himself out in bustling about. Teaching is an art, and hence there is work in it; it is a mental art rather than a physical art; it is mind operating on mind. To know how to work, and work hard as a teacher, is to know how to set others at work appropriately.

A consideration of some of these thoughts will point out to the teacher, perhaps, the fact that his success lies not so much in the work that he does, as in the way he does that work. For example, two artists paint a man sitting in a chair; one's work becomes immortal—but he used red, yellow, black, and brown paint; he used the same kinds and perhaps the same amount of each. The difference was in the way he used them.

We are sorry to note the letter of resignation of Superintendent Samuel G. Love, for twenty-five years in charge of the schools of Jamestown, N. Y. No man has the confidence of the people whom he has served to a higher degree than he. It is but right that he should say that now he leaves the schools of Jamestown, "to the success of which he has given his best thoughts, and most arduous efforts during these long years, with many regrets." This is natural, but Mr. Love's abundant results remain. We congratulate him on his accomplished works. His has been, and we trust will continue to be, for many years, a grand life. No man has been truer to his convictions than he, and who is greater than an honest man?

The intelligent teacher will have his eyes open on both political parties. The question will be asked which is doing most for the good of the country? In our opinion another party must come up that will make social, moral, and intellectual progress its motto. The two parties are now slightly divided on the Tariff and Civil service. The *N. Y. Times* says that Mr. Cleveland in four years turned out of the Railway Mail service, 1,999 men. Mr. Harrison up to July last had turned out 2,434. In the entire Civil service, Mr. Cleveland during his first year turned out 30,500; Mr. Harrison in one year 35,800. Old political party worship must give way. The party that does most to confer real benefits upon the country must be supported.

VACATION will be soon upon us. What shall the teachers do? Some must remain at home, duty demands it. Others have homes in the country, where near friends and nature they can recuperate. But thousands of others are compelled to do the best they can. During vacation it is a luxury for the tired teacher to rest, sleep, and think. We have too little time in this busy age to *think*. The mind is rested by feeding upon its own reserved resources. Anywhere during vacation, where there can be rest—not idleness—but rest, intellectual, physical, and spiritual, is a good place. Whether in our opinion we succeed or fail, depends upon our ideals of what success is. These differ. For example, Supt. Howland's ideal of good science teaching is one thing, and Agassiz's another. Mr. Howland believes in the text-book plan of statement and verification; Agassiz believed in the scientific method. We find these differences of opinion as to success in teaching running all through school work—incentives, the use of text-books, grammar drill, language teaching, object lessons, and manual training.



## THE COUNTY TRAINING SCHOOL.

In the work of professionalizing the teachers, it will be found that the county associations will play an important part. What can the county association do? The association should meet and ascertain how many professional teachers are on its rolls; these will be normal school graduates, or holders of state certificates. Suppose there were ten such in an association of one hundred. This ten, with the county superintendent, will form a board of instruction for the remainder of the teachers.

Let us suppose that there are fifty of the third grade, twenty of the second, and ten of the first grade. These will be put into three classes, and lessons laid out for them, and instructors assigned from the board of instruction. After the transaction of needed business, the association will adjourn for one month.

At this meeting the three classes—first, second, and third—will meet in separate rooms. The teachers (from the professional class) will now take up the subjects assigned, and proceed to examine their pupils on the lesson assigned. Then further lessons will be assigned. Then all will witness some *good teaching*, by a professional teacher. They will be called on to criticize this teaching. A lecture will be given on some pedagogical subject, and the teachers will again disperse to meet in another month. This they will do during the entire year.

At some specified time the county superintendent will test the third grade to see if it be able to enter the second; he will test the second to see if it can enter the first; the first will be examined to see if it can enter the professional grade.

Those who wish to be teachers should, if possible, spend a year in the third class. If they are attending school they can join this class one Saturday in a month. They will be "lookers on," it is true, but they will hear lectures and see a good deal of good teaching, and thus greatly be benefited.

Of course, if a competent institute conductor, or a professor from the normal school, can be procured to instruct this training school, it will be a good thing—most decidedly.

We have now spoken of monthly meetings of the county training school. There will soon be felt the need of daily meetings. Now there is no provision at present for sustaining them, but there will be. Until that time the teachers must themselves sustain them. There are public-spirited men who will aid in this.

Let us suppose that, in some central point in a county, a graded school exists; that it is presided over by a professional teacher. That man should be appointed by the board of instruction (composed, it will be remembered, of professional teachers) to conduct a training school. It will be blended with the graded school, but will need one more teacher. The teacher-pupils must be charged a tuition fee (the state is giving no assistance, we are now supposing), say of \$12 per year. Fifty pupils would yield \$600. But, as we have said, the public-spirited men of the town will assist in this enterprise.

Now we are not proposing to found an academy, remember—there are enough of them; nor that the principal of the academy or graded school give the professional instruction. That he may be able to do so is true, but it is very doubtful. A special teacher will be needed—a graduate of marked ability from a first-class normal school.

What shall the professional instruction consist of?

- (1.) History of Education.
- (2.) The Philosophy of Education.
- (3.) Methods of Education.
- (4.) Educational Systems, etc.

All these will come before the pupils, mainly as lectures; as, it must be confessed, for so young and inexperienced pupils, no suitable text-books exist.

Methods of education will be presented objectively; that is, the pupil will see the teacher give instruction, and will make notes and give opinions and reasons. We have supposed that a genuine normal teacher is employed; she will give one lesson daily, at least, to pupils in the model school, and this will be critically observed by the pupils in training. As the year progresses, some of the pupils of the first class will be permitted to try their hands at teaching.

If we suppose five teachers of the first grade are prepared for the normal schools, or for state certificates, we should have 500 teachers, in New York state, added in one year to the professional grade.

The rural population go from their farms to villages and towns, to have access to better schools; this would bring better schools to them. The rural schools need trained teachers; this would supply them. It would also add to the number of professional teachers each year.

In a short time these training schools would be supported by the state alone, or by the county and state together; the last we would deem to be the best.

Now, teachers, will you not found training schools at once? This should be the objects the county associations should set before them.

This plan is being adopted—the county association organizes the training school, and holds several meetings, and in the summer holds a summer school.

## THOUGHTS ON TEACHING LANGUAGE.

By GEORGE P. BROWN,

Editor of the *Public School Journal*, Bloomington, Ill.

Language, in the large sense, is the embodiment of thought. In its more limited sense, it is the embodiment of thought in words.

The unit employed in our thinking is the judgment. All knowing, of whatever kind, is an act of discriminating and identifying. Even those forms of thinking, if I may be allowed so to speak, that we call *feeling* and *will*, are, at bottom, thought. There is a deep significance in the biblical statement of the creation: "God said let there be light, and there was light." The supreme act of the absolute will is thus declared to be an act of thought. So, too, the emotions are undeveloped thoughts. They have aptly been termed the "much smoke and little fire of intellect." In fine, the ultimate essence, the true being of all that exists, is reason; and to the human mind, every act of the reason is an act of separating and uniting or identifying an act of thought.

If this be true, it goes without saying, that the sentence must be the unit of language. It is the *form* of the reason, and through its study the undeveloped reason may come into a knowledge of its own being, or to a more perfect self-consciousness. The Greek exhortation that was held as the highest expression of wisdom—"know thyself"—would seem possible of realization by a method having as its beginning the study of the sentence, the objective form in which the human reason spontaneously embodies itself. That may seem a more exalted view of the function of grammar study than we have been accustomed to; but if we reflect long enough and deeply enough we shall find that it is not too exalted a view. Our theology teaches that the universe of mind and matter is a vital organic unity and not a mere mechanism, in which each part is determined by the totality of influence of an external and wholly foreign environment; is, in truth, a *Universe*; may it not follow that man may approach the knowledge of this universe, and so, a knowledge of himself as an organic part of it, through the study of that form of the reason in which it has spontaneously clothed itself, namely the sentence?

A knowledge of language is the result of a method, or process. It does not spring fully perfected into consciousness, like Athena from the head of the Zeus. That may do for our conception of the absolute—but the finite mind moves on in the acquisition of knowledge by a process, and this process takes on different aspects as knowledge or power increases.

"Differentiation in structure and specialization of function" has its application to the method of language teaching and language, leaning as it does to progress in any other form of spiritual development. This method has been differentiated in these later years into "Language Teaching" and "Grammar Study."

"Language Teaching" seems to be that form of language study in which the child "learns by doing." It is the period in which use matures into habit. The child learns language as it learns to walk. It has a judgment to express and it essays to give utterance to it through the use of the symbols used by others. These symbols are artificial; but they are natural, too, in the sense that language is the spontaneous product of the human mind. "Man," some one has said, "is a language making animal." The impulse to construct a language is irresistible.

The child has an instinct for language, then. But not for language as such. He seizes upon it as a medium for giving utterance to his thoughts. It is at the first only an instrument, and an instrument of which he is unconscious. He does not distinguish between the language and the thought. To him the language is the thought.

This is an important fact in determining the method of teaching it. The child learns language as it learns to walk, by forming an ideal, an end or motive in his mind, and setting to work to make that ideal a reality to him. He always goes for something. If he had no purpose in his going he would never go, and would never learn to walk.

But it seems to me that the language teaching in some of our schools is the teaching of a form without a content. It is like expecting children to learn to walk without any desire in the mind of the child to go for something.

This is, in my opinion, the essential idea in any and every method of language teaching. It is the only principle that seems to me worthy of a sovereign function in determining how to teach children "language" in that period of their development in which "language teaching" is the prominent phase. "Language teaching" is the leading of the child to *think*, first of all, and to give expression to his thought by being helped over the rough places where he would otherwise fall. Indeed the method pursued in teaching a child to walk suggests a method proper to be used in teaching it to talk. If the child has something that it is interested in saying, either orally or with the pen or pencil, the essential conditions are supplied for successful language teaching. No teacher who has supplied this condition, by supplying the proper environment and directing the attention to it, will find much difficulty in selecting or originating devices by which proper language forms shall be planted and improper forms uprooted. Here, as everywhere, habit is the result of practice.

But what about grammar? In the first place, "grammar" is not to be separated from "language" by any sharp lines of demarcation. The one differs from the other chiefly in this, that in "language teaching" the child's attention is riveted upon the thought to be expressed, and it is changed to the form of language by a direct and special effort of the will. In grammar the attention is directed to the structure of the sentence especially, and but incidentally to the thought expressed.

From this we draw the conclusion that the study of the structure of the sentence is a study of the structure of the thought.

Much attention can be given, incidentally, to the different form structures of sentences, and to the embodiment of what the child thus discovers, in definitions and rules, while the main part of the energy is spent upon the thought to be uttered, and the form of uttering it. The German people excel us in the good sense and skill with which they teach young children the elementary ideas in their grammar. The strictly scientific method of procedure from individual case to general notion or rule is as applicable to language teaching as to the teaching of botany.

But what have we to say about grammar teaching?

It is evident from what has gone before that grammar teaching in its distinctive sense is only possible when the child has come to the ability to reflect; that is, to turn the eye backward upon his process of language expression and discover the laws that have unconsciously been followed in his use of language. But when the child has come to this stage of growth (in which it does not need concrete things to direct its thinking, but can think under the stimulus of words that express general notions rather than individual objects), then the study of the structure of the sentence, and through that of the thought, may be properly begun.

And it seems to me that when this stage has been reached, the child may be led to see the dependence of the structure of each particular sentence upon the structure of the thought it is used to express.

Every thought is of one of two kinds; analytic or synthetic. Something is added to the subject that was not contained in it—by the predicate; or else the predicate is consciously separated from the subject. By the first, our knowledge is increased; by the second, made more clear and defined. This distinction the teacher should understand, although it is not yet to be placed before the pupil. This field of inquiry is too large for present discussion. It must suffice to say that the essential characteristic of thought is the separation (or seeing as separated) of the subject from the predicate, and the combining of these two elements, either affirmatively or negatively, by use of the common idea of being that belongs to both. This gives the three elements of a complete or perfect sentence; that is, one in which these three elements of the thought are distinctively expressed.

Now the whole business of grammar has to do with the manner in which these three elements are combined and expressed in sentences. The use of words in forming and correcting these elements is the ground for their division into parts of speech. And the combination into phrases and clauses of words, as another way of expressing these parts of speech (and so forming and combining the elements that constitute the sentence), is the ground for that part of grammar teaching that we call analysis and parsing.



### THE PHILOSOPHY OF THE TEACHING OF SCIENCE.

The word science has a universal application. In this article its use is restricted to the investigation and teaching of physical phenomena. Science teaching guides the learner into a scientific spirit, and the formation of thought, and applies all possible mental processes for the finding out of the truth. The learner is entering the field; the investigator has entered it, and stands upon an eminence within its enclosure. We must remember that science is exact; we know—not we suppose or imagine. Mathematics is the science of symbols. We do not know what "2" means. It may mean 10,000 things. What we need is a fixed certainty—always the same, always trustworthy. The general principle is, "Observation is the absolute basis," of all investigation. System is essential, and some logical power is required.

Scientific method is illustrated in the work of Agassiz; the surroundings of his early life were fortunate, and his work gave him a strong love for books.

He studied fishes in Lake Neufchatel, and examined material obtained from Brazil. There he studied glaciers, after which he commenced to generalize and infer from his generalizations. Let us see what powers of mind were cultivated; careful observing, and an equally careful investigating; then reasoning, generalizing, and soundly concluding. This made him a power in the scientific world. Now he commenced investigating teaching methods, judged from his own experience. He found that (a) language took the place of thought; (b) and more attention was given to symbols of knowledge than to knowledge itself; (c) that much in text-books was misleading; (d) that lexicons and text-book authority were fatal to independence of thought if slavishly followed; (e) that old processes of instruction failed to give vigorous thought or right incentives.

#### AGASSIZ'S PRINCIPLES.

1. The observing powers must be trained.
2. He exalted the importance of hand-work.
3. He believed that science is the basis of all education.
4. Knowledge is necessary for discipline.
5. Hypothesis, accounting for facts, has no place in elementary work.

How should instruction in science be arranged in our schools?

1. All branches of science should begin in the lowest grades, and be carried all through to the end.
2. In the lower grades instruction should be by means of objects.
3. As we pass through the higher grades more can be left to the reason, imagination, and generalization powers.
4. A course in science is essential to a symmetrical education.

The object of science teaching:

- To lead to careful attention and observation.
- To lead to investigation of causes of things.
- To cultivate inventive powers.
- To improve a love of nature.
- To make knowledge exact.
- To prove the unity of nature.
- To dispel superstition.
- To exalt the value of truth.

#### SUGGESTIONS.

1. Instruction in natural science should begin in the lowest grades of the primary schools, and should continue throughout the curriculum.
  2. In the lower grades the instruction should be chiefly by means of object lessons; and the aim should be to awaken and guide the curiosity of the child in regard to natural phenomena, rather than to present systemized bodies of fact and doctrine.
  3. More systematic instruction in the natural sciences should be given in the high schools.
  4. While the sciences can be more extensively pursued in the English course in the high schools than is practicable in the classical course, it is indispensable to a symmetrical education that a reasonable amount of time should be devoted to natural science, during the four years of the high school course, by students preparing for college.
  5. An elementary (but genuine and practical) acquaintance with some one or more departments of natural science should be required for admission to college.
- In the primary schools and in the lower grades of the

grammar schools we recommend that the study of plants and animals be the main part of the scientific work. The botanical instruction should begin with such simple exercises as drawing and describing different forms of leaves, and should gradually advance to the easier and more conspicuous flowers, and later to the more obscure and difficult forms of flowers, the fruits and the seeds. The zoological instruction in the lower schools should not attempt a systematic survey of the whole animal kingdom, but attention should be directed chiefly to the most familiar animals, and to those that the pupils can see alive. The common domesticated mammals should first be studied, and later the birds, the lower vertebrates, the insects, crustacea, and mollusks. While the range of zoological instruction must be limited as regards the number of forms studied, those few familiar forms should be so compared with each other as to give the pupils very early, some conception of the main lines of biological study—morphology, physiology, taxonomy.

Special prominence should be given to the study of plants and animals that are useful to man in any way, and the teacher may advantageously, from time to time, give familiar talks in regard to useful products of vegetable and animal origin, and the process of their manufacture.

Attention should also be given to the more obvious characteristics of the kinds of minerals and rocks common in the region in which any school is situated, and to such geological phenomena as are comparatively simple and easily observed. A most important feature of scientific instruction in the lower grades should be to encourage the pupils to collect specimens of all sorts of natural objects, and to make these specimens the subject of object lessons. The curiosity of the children will thereby be rationally cultivated and guided.

The subject of human physiology and hygiene is of so immense practical importance, and so few, comparatively, of the pupils ever enter the high school, that we regard as desirable, some attempt to teach the rudiments of the subject in the grammar and even in the primary schools.

We recommend the introduction of exceedingly rudimentary courses in physics and chemistry in the highest grades of the grammar school.

#### FACTS.

1. Science, the scientific spirit, is the cause of all modern progress. It is the one and the only enemy of superstition. We have but two methods of becoming convinced of the truth of any statement—*faith* and *experiment*. A practical age is an age demanding tangible proofs. Does education prevent crime? The march of human emancipation began with the advent of physical philosophers—Roger Bacon, Galileo, Copernicus. The old world could have gone on in the march of progress, if the physical sciences had been cultivated. One great reason why it did not progress was that it turned aside from physical proofs to speculation; to logic; to the solving of impossible questions that occupied the time of the sophists before Socrates, and the schoolmen during the middle ages.

2. Time is an essential element in teaching science. Truth must patiently be sought, and the learner must be taught to be satisfied with nothing less than absolute truth. Suppose we scrape off a little whitewash, mix with H Cl, pass the liberated gas through lime-water. What gas is it? We say CO<sub>2</sub>. How do we know? The white-wash has become Ca CO<sub>3</sub>—the same that it was in the quarry before burned into lime (Ca O). How do we know?

3. The study of the molecular and the atomic structure of matter belongs to higher physics.

The ordinary teacher has nothing to do with it. He may give glimpses, but not a full view of its nature until after years of thought.

4. The exhilaration of discovery is the most stimulating to the intellect of all the mental forces.

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### THE HEALTH OF YOUR PUPILS.

The time will come when the first thing the teacher will attend to each day will be the physical condition of his pupils. The writer belongs to a club that meets once each two weeks, and the first business is to ask if any sickness or distress exists among the members. Now it would seem a very natural thing for the teacher to look at his pupils as physical beings.

1. *As to clothing.* The writer remembers a tall, thin girl who came to school on bitterly cold mornings with no cloak or shawl, and he doubted whether she wore any woolen garments whatever. He gave "a talk" on the need of wearing woolen in winter, and he noted her interest. She had a thoughtless mother, it was apparent. That girl afterwards became a writer, and sought the teacher out to thank him for what he had said on that point.

2. *As to ventilation.* Reference is here made to house ventilation. In the houses of the properly educated the windows are raised and the bed clothes aired, so that there is no "bed smell" apparent. But how is it in the houses of the ignorant?

3. *As to colds.* In a school-room lately visited, there was a chorus of coughs. The writer was invited to speak. He said, "I hear a good many coughs;" they smiled. "Why do you cough?" After a few moments one pupil said, "Because we have colds." "Do you like to cough?" They reflected and said, "No, sir." "Well, in my opinion, there is no need of your having a cold." Then the cause of colds was discussed, and the fact stated that people who understand these things rarely have colds, and if they do they quickly cure them up.

4. *As to cleanliness.* In what was called a "high-toned school" in A——, all the young ladies were required to come in the morning and lay their hands before the preceptress for her inspection. It was a drill in cleanliness. Does the reader take any part in such a drill?

#### WHAT I SAW IN A SCHOOL.

A teacher sent one of his assistants to visit a certain school. He made this report:

I noticed that the teacher was self-possessed, and that the pupils did not stare at me.

The signals were promptly obeyed; only a very light tap of the bell was given.

The pupils were very quiet, and yet very busy; they got permission to speak before speaking.

The pupils seemed to do all the work; the school was run by them.

They were very kind to the teacher.

The room was very clean, the desks smooth and bright, the books laid in order.

At the close of each recitation there was music or marching.

The doors were then opened and the air refreshed before the next recitation.

There was nothing tiresome about the exercises; there was a general brightness and elasticity.

The physical training of the pupils seemed to be attended to as much as the mental training.

There seemed to be a desire to know, and a willingness to listen.

There was a comradeship between the teacher and the pupil. When the teacher heard a certain thing she said, "I did not know that before."

The teacher seemed to be a superior person—very neat in appearance, and with good manners.

SIR WILLIAM HAMILTON: The primary principle of education is the determination of the pupil to self-activity, and that teacher who fully recognizes the active agency of the pupil's mind in acquiring knowledge and experience and in applying them to the affairs of every-day life, will be the most useful to her pupils. In the training of youthful minds we regard *formation* as of more importance than *information*, the manner in which work is done as of greater consequence than the matter used in the work. All true education is *growth*, and what we grow to be concerns us more than what we live to know. Plato has profoundly defined man the hunter of truth; for in this chase, as in others, the *pursuit* is all in all, the *success* comparatively nothing. We exist only as we energize; *pleasure* is the reflex of unimpeded energy; energy is the means by which our faculties are developed; and a higher energy the end which their development proposes. In *action* is thus contained the existence, happiness, improvement, and perfection of our being; and knowledge is only previous, as it may afford a stimulus to the exercise of our powers and the condition of more complete activity.



## SUPPLEMENTARY.

There being five Saturdays in March, the usual school-room subjects are replaced this week by a variety of "Supplementary" matter. Next week "SELF AND PEOPLE" will be taken up as usual.

## Arbor Day.

If possible, let one tree be planted each year by the scholars; and, if possible, on the school grounds. In cities, this will be impossible, of course. Planting must be arranged in parks. In these cases, it is usual to have some prominent public man make an address. The children march and sing. But as there will be few compared with the vast number that may plant on their own grounds, the teacher will want exercises fitted for a "tree planting" on his own premises.

1. There will be exercises in the school building; then these being finished,
2. There will be exercises at the spot selected for the planting. At a signal the school will rise, and march in this order:
  1. The speaker and teacher.
  2. The pupils who will plant the tree.
  3. Those who will perform any part.
  4. Those who will sing, etc.
  5. Guest.
  6. The rest of the pupils.

This part of the exercise should be practiced until it can be well done.

(The tree should be at the spot, the opening made in the ground, the shovels and dirt in place.)

There should be a platform decorated with evergreens and flowers. On coming to order the speaker chosen will make an address. This program will be followed:

1. "Why we plant this tree."
2. Song.
3. A recitation in concert.
4. Song.
5. Dismissal.

## EXERCISE IN THE SCHOOL-ROOM.

The teacher:—

To-day is the "Tree Planting Day." We are going to plant something to-day that will live long after we are gone. A great many persons have thought about trees. I will ask you to tell us what you have found.

1st pupil:—

The first one to plant trees was the great Creator. He commanded the earth to bring forth "the fruit tree yielding fruit after his kind." And when the Creator saw it he "saw that it was good." When he made the garden in Eden he caused to grow "every tree that is pleasant to the sight." This shows us that the Creator felt that trees were necessary to the happiness of mankind.

2nd pupil:—

Without doubt, better trees there might be than even the most noble and beautiful now. I suppose God has, in His thoughts, much better ones than he has ever planted on this globe. They are reserved for the glorious land. Beneath them we may walk!

—H. W. BEECHER.

## THE BEAUTY OF TREES.

3rd pupil:—

When we plant a tree we are doing what we can to make our planet a more wholesome and happier dwelling-place for those who are to come after us, if not for ourselves. As you drop the seed, as you plant the sapling, your left hand hardly knows what your right hand is doing. But Nature knows, and in due time the Power that sees and works in secret will reward you openly. You have been warned against hiding your talent in a napkin; but if your talent takes the form of a maple-key or an acorn, and your napkin is a shred of the apron that covers the lap of the earth, you may hide it there unblamed; and when you render in your account you will find that your deposit has been drawing compound interest all the time.

—O. W. HOLMES.

4th pupil:—

If it is something to make two blades of grass grow where only one was growing, it is much more to have been the occasion of planting an oak which shall defy twenty scores of winters, or an elm which shall canopy with its green cloud of foliage half as many generations of mortal immortals. I have written many verses, but the best poems I have produced are the trees I planted on the hillside which overlooks the broad meadows, scalloped and rounded at their edges by loops of the sinuous Housatonic.

—O. W. HOLMES.

5th pupil:—

What are these maples and beeches and birches but odes and idylls and madrigals? What are those pines and fir and spruces but holy hymns, too solemn for the many-hued raiment of they gay deciduous neighbors?

—O. W. HOLMES.

## USEFULNESS OF TREES.

6th pupil:—

"We may obtain some idea of the usefulness of trees when we learn that we obtain from forests of the United States over \$700,000,000 worth of products every year. Among these products are lumber, timber, railroad ties, telegraph poles, fuel, charcoal, fencing stuff, rosin, tar, turpentine, tan-bark, etc. In fact, no other crop equals that of the forest in money value."

7th pupil:—

"Our supply of some of the best kinds of timber is being rapidly exhausted. Forest fires alone do damage each year to the extent of \$300,000,000. These fires are caused in different ways—by the sparks from locomotives, the carelessness of farmers in clearing their land, and from camp-fires left by hunters. Such fires are the chief discouragement to timber culture. In addition to the loss by fire, there are droughts, floods, changes of climate, etc., and from all of these our forests suffer."

8th pupil:—

"Many parts of the old world, which were once fertile and thickly peopled, have become so impoverished through the destruction of forests that they are barren and uninhabited. Large regions in south-western France, which were once marshy and sandy, are now giving a living to dense populations, because trees were planted and cultivated."

Teacher.

"We are going to plant a tree to-day, and I want you to tell me which is your favorite tree, and if possible quote something about it."

1st pupil, (boy).

"I choose the apple tree. It is a good tree for shade, for its branches spread so far, and then it is useful as well as ornamental. I don't know what we should do without apples, and I think we ought to plant as many apple trees as we can. It was a favorite tree with Bryant, the poet. He says;

"What plant we in this apple-tree?

Sweets for a hundred flowering springs  
To load the May-wind's restless wings,  
When from the orchard's row, he pours  
Its fragrance through the open doors:  
A world of blossoms for the bee,  
Flowers for the sick girl's silent room,  
For the glad infant sprigs of bloom,  
We plant with the apple-tree."

2nd pupil, (girl).

"Apples are very nice, of course, but I love the blossoms better. I found a quotation from Henry Ward Beecher, and although it is not poetry, I think it very appropriate:

"But we must not neglect the blossoms of fruit-trees. What a great heart an apple-tree must have! What generous work it makes of blossoming! It is not content with a single bloom for each apple that is to be; but a profusion, a prodigality of blossoms, there must be. The tree is but a huge bouquet; it gives you twenty times as much as there is need for, and evidently because it loves to blossom."

3d pupil, (boy).

"I love the pine. It stands up so straight and tall, that it looks like a king among trees. I have two verses to the pine by James Russell Lowell:

"Thou alone know'st the splendor of winter,  
'Mid thy snow-silvered, hushed precipices,  
Hearing crags of green ice groan and splinter,  
And then plunge down the muffled abysses,  
In the quiet of midnight.

"Thou above know'st the glory of summer,  
Gazing down on thy broad seas of forest;  
On thy subjects that send a proud murmur  
Up to thee, to their sachem, who towerest  
From thy bleak throne to heaven."

4th pupil, (boy).

"I think the hemlock quite as handsome as the pine. It is green in winter as well as summer. Longfellow has written some very pretty lines about it:

"O hemlock tree! O hemlock tree! how faithful are thy branches;  
Green not alone in summer time,  
But in the winter's frost and rime!  
O hemlock tree! O hemlock tree! how faithful are thy branches!"

5th pupil, (girl).

"I love the aspen. I can't help pitying the poor tree, for it trembles, trembles, all the time, as if it had been frightened. I have some lines about the aspen. They were written by John Leyden:

"Beneath a shivering canopy reclined  
Of aspen leaves that wave without a wind,  
I love to lie, when lulling breezes stir  
The spiny cones that tremble on the fir."

6th pupil, (boy).

"Nobody seems to think of the oak, which I call the grandest of trees. Only think how large it grows and how long it lives! A little while ago, somebody called the pine the king of trees; but I think you will agree with me that the name belongs to the oak. I found a great deal of poetry about the oak, but I like these lines by H. F. Chorley best of all:

"A song to the oak, the brave old oak,  
Who hath ruled in the greenwood long;  
Here's health and renown to his broad, green crown,  
And his fifty arms so strong.  
There's fear in his frown when the sun goes down,  
And the fire in the West fades out;  
And he showeth his might on a wild mid-night,  
When the storms through his branches shout."

7th pupil, (boy).

"I say let us plant a hickory tree. We may never eat the nuts ourselves, but perhaps our grand-children will have fun going nutting in the autumn. I am glad somebody had the good sense to plant hickory trees for us, and I guess the squirrels are glad too:

"When the autumn comes its round  
Rich, sweet walnuts will be found,  
Covering thickly all the ground  
Where my boughs are spread.  
Ask the boys that visit me,  
Full of happiness and glee,  
If they'd mourn the hickory tree  
Were it felled and dead."

8th pupil, (girl).

"I love the lilac tree, its blossoms are so sweet in the spring! Don't you remember what pretty bouquets we made of lilacs last year. We set the vases in the windows, and the bees came and helped themselves to honey. I think we ought to remember the bees as well as the squirrels. Mrs. Stebbins has written some lines about the lilac:

"I am thinking of the lilac-trees,  
That shook their purple plumes,  
And when the sash was open,  
Shed fragrance through the rooms."

9th pupil, (boy).

"The willow is my favorite tree. Perhaps I like it so well because it shows signs of life so early in the spring. The willow is almost the earliest to gladden us with the promise and reality of beauty in its graceful and delicate foliage, and the last to scatter its yellow, yet scarcely withered, leaves upon the ground. All through the winter, too, its yellow twigs give it a seeming aspect, which is not without a cheering influence, even in the grayest and gloomiest day. Beneath a clouded sky it faithfully remembers the sunshine."

10th pupil, (girl).

"I think the ash is a beautiful tree. I can't make a speech about it, but I can tell you what Mr. Lowell says: "The ash her purple drops forgivingly,  
And sadly, breaking not the general hush;  
The maple swamps glow like a sunset sea,  
Each leaf a ripple with its separate flash;  
All round the woods' edge creeps the skirting blaze  
Of bushes low; as, when on cloudy days,  
Ere the rain falls, the cautious farmer burns his brush."

11th pupil, (boy).

"No one has cast a vote for the maple. I think it the most beautiful of all trees, and perhaps when you have heard my quotation, you will agree with me:

"Green is its canopy in June,  
In the branches birds are all in tune;  
In the fall a cloak of red  
Wraps it up to its tall head.

Take the birds with their songs so sweet,  
Take the grass and the rustic seat;  
Take them all, but leave to me,  
This one sun-kissed maple tree."

12th pupil, (girl).

"I choose the holly. It is not so pretty in summer as many other trees, but in winter, when everything else is dull and bare, then we appreciate the holly tree. Southey says about this tree:

"When the summer trees are seen  
So bright and green,  
The holly leaves a sober hue display  
Less bright than they;



But when the bare and wintry woods we see  
What, then, so cheerful as the holly tree!  
So would I seem amid the young and gay,  
More grave than they!  
That in my age as cheerful I might be  
As the green winter of the holly tree."

3th pupil, (boy).

"I am surprised that no one has mentioned the elm. I am sure that it is the most beautiful and graceful of all trees, and I am strongly in favor of planting an elm to-day. Tennyson says of this tree:

"In crystal vapor everywhere  
Blue eyes of heaven laughed between,  
And, far in forest-deeps unseen,  
The top-most elm-tree gathered green  
From draughts of balmy air."

14th pupil, (boy).

"I think that the elm is a favorite tree with all, and that it has long been over-looked, not ignored. The elm tree has a history. Have you forgotten the 'Washington Elm,' at Cambridge? Washington stood under this tree when he took command of the Continental army. Besides this, there is the 'Burgoyne Elm' at Albany, N. Y., planted on the day when the British general was brought a prisoner into the city. Fellow-students, the elm tree has a good claim to be considered."

15th pupil, (girl).

"I remember another famous elm, the 'Old Liberty Elm,' in Boston, planted before the Revolutionary war, and dedicated to liberty. I, too, am in favor of this beautiful, stately tree. I think these words of Longfellow are appropriate here:

"Great elms o'erhead  
Dark shadows move on their aerial looms,  
Shot through with golden threads."

Teacher.

"I am sure we all have been much interested in this discussion. I confess that I am partial to the elm, and it seems to be the choice of a number of the pupils. Perhaps this may be because a committee chosen from you has decided to plant an elm to-day. We will now proceed to plant our tree. I hope it will grow tall and straight and beautiful. And although it may never have a history like some of the elms just mentioned, I hope it will do some good in the world."

#### ADDRESS AT PLANTING.

#### WHY WE PLANT THIS TREE.

We plant a tree to-day. We place its roots in the ground and gather the soft earth about them, and then leave it to the nurture of the sun and the rain. But it is a thing of life; it sets out to grow. And if in ten years we look for our tree, we shall find that it has increased in height, and gives evidence of an increased strength. New branches will have been put forth, innumerable leaves will have been unfolded in the sun and have fallen to the earth to enrich the soil. This tree, if untouched by the woodman's axe, will be found here a hundred years from now; it is possible that it may last a thousand years. There are trees in Palestine that are undoubtedly two thousand years old.

We are, therefore, dealing with a thing of life. We are following the example of the Creator, who caused the earth to bring forth trees long before man was placed on the earth. We are following in the footsteps of every one who is a lover of nature. No sooner does man erect him a home than he plants trees around it. It is a noble instinct that impels him to place such an object of beauty about his home.

We plant and we leave the tree, but behold the miracle. It grows night and day. The rain falls on it, and its leaves drink in the moisture. The sun shines on it, and a new life thrills in its branches. Night and day we may trust the sure processes of nature. She remembers her flowers and her trees. When winter approaches she teaches them to drop their leaves and battle with the cold and the snow, and wait for the return of the spring.

"I marked the forest; November's blast  
Was strewing the leaves around.  
But I knew when spring should come at last  
New leaves would again be found."

We plant the tree, and we go our ways. We may see it for a time, but we pass away. Others will pause beneath its branches. It will bring pleasure to all whose eyes rest upon it. We shall be thus conferring good upon others by our act of to-day. This is one of the noblest motives that can actuate a human being. We may not be able to pluck a single leaf from it, but others will. Year after year those who are strangers to

us will derive satisfaction from beholding it. Let that be a constant motive before us—to do good as we have opportunity for those we never shall know or see in this life!

We have planted to-day a form that will perpetuate itself. In that tree there exists a power to cause trees like itself to exist as long as the world lasts. Flowers will be found on its branches; these flowers will expand to fruit; in the fruit there will be a seed, and from the seed will spring up another tree. Thus the solemn processes of nature will go on.

This tree has lessons for us to learn. It will be rudely shaken by the blasts of winter. It will only strike its roots still deeper, and anchor itself more firmly, so as to defy the storms. We go forth into a world where shocks are certain to come. We must learn from this tree to withstand the assaults that may come, and to let the birds sing overhead when the morning dawns.

#### TREE SONG.

By W. D.

TUNE: "Auld Lang Syne."

The pupils will quietly arrange themselves in a circle about the tree, the guests being within the bounds, and begin to march around to the chorus, "The lovely trees, the trees." They will, after getting well started, begin on the first verse, and point to the tree, and wave flags, and throw bouquets.

The birds upon the branches high  
Will sweetly, gaily sing;  
We plant for them a home this day  
To rest the weary wing.

Chorus: The lovely trees, the trees,  
The sheltering trees;  
We'll plant them here year after year,  
The useful trees.

The sun will smile upon the leaves,  
When morning light appears;  
The winds will whisper, soft and low,  
Through many coming years.

The traveler here may stop to rest,  
At noontide's sultry hour,  
And feel his weary soul refreshed,  
Beneath this leafy bower.

#### THE PRIMEVAL FOREST.

(To be recited in concert.)

This is the forest primeval; the murmuring pines and the hemlocks,  
Bearded with moss, and in garments green, indistinct in the twilight,  
Stand like Druids of old, with voices sad and prophetic,  
Stand like harpers hoar, with beards that rest on their bosoms;  
And from its rocky caverns, the deep-voiced neighboring ocean  
Speaks, and in accents disconsolate, answers the wail of the forest.  
—LONGFELLOW.

#### GOD'S FIRST TEMPLES.

(To be recited in concert.)

The groves were God's first temples. Ere man learned  
To hew the shaft, and lay the architrave,  
And spread the roof above them—ere he framed  
The lofty vault, to gather and roll back  
The sound of anthems; in the darkling wood,  
Amidst the cool and silence he knelt down,  
And offered to the Mightiest solemn thanks  
And supplication.  
—BRYANT.

#### UNDER THE TREES.

(To be recited in concert.)

Summer or winter, day or night,  
The woods are an ever-new delight;  
They give us peace, and they make us strong,  
Such wonderful balms to them belong;  
So, living or dying, I'll take mine ease,  
Under the trees, under the trees.  
—R. H. STODDARD.

#### O, RICH AND RARE.

1. O rich and rare is the yellow gold,  
And bright is the diamond shining;  
But costlier far than all these are  
The gems of our mental mining.

Chorus:

Join then with us in cheerful songs,  
To school we come with pleasure;  
We day by day will earnest be,  
And dig for mental treasure.

2. Better than gold is the mem'ry stored,  
With knowledge from all sources;  
It brings us joy without alloy,  
And fits for future courses.

THE MOST POPULAR THROUGH TRAIN IN THE WORLD.—The most popular through passenger train in the world is the No. 5, on the New York Central and Hudson River Railroad. It leaves New York for the West at 6.00 P. M., daily, and consists of from twelve to sixteen magnificent Wagner Vestibule Sleeping-cars, in addition to day coaches, dining, baggage, mail, and express cars.

#### THE CROSSTOWN DEBATING SOCIETY.

This can be arranged for twelve or more speakers. The platform being vacant, the various members of the society come in. There will be some spectators. If there is not room on the platform they can occupy a space on one side, the right or left hand. This may be used as a part of the closing exercises of a school; if preferred the teacher can add more pupils and they can each add to what is said here.

Mr. Jones.—(Enters with a lantern and is well muffled up.) 'Pears I'm fust on the ground. Well, I'm on the affirmative side and I've got a good deal to say. (Sleigh bells heard outside.) There's Deacon Stone and his son Aleck. (Enter two.) How do you do, Deacon. How do you do, Aleck; we are in good season.

Stone.—More are coming, Judge. (Several enter; some have lanterns, some have candles which they light and hang up.) There's Chairman Pickett, and he's ready for business.

Pickett.—(Rapping on desk.) Come to order. Boys, you will have to keep still; this is an important meeting. The question is, Which is of the greatest benefit to his country—the soldier, the statesman, or the poet Deacon Sharpe, you begin, I believe.

Sharpe.—Mr. Chairman, I have had a good deal to do since the last meeting; I had to draw wood for the minister and the church. I guess I'll wait to hear some of the rest. There's our young friend home from college on a vacation. I mean Mr. Wiggin.

Chair.—We shall be glad to hear from Mr. Wiggin.

W.—Mr. Chairman: The soldier is the man who directs the physical strength of the nation, fights its battles, repulses its invaders, holds discontent in check, and defends its rights at the hazard of his life. The statesman is the man who directs the mental forces of the nation, who devises laws, avoids evil, secures social order, and controls the wild elements of popular feeling. The poet guides the moral power of his country; he teaches it truth, arouses it to goodness, and impresses it with beauty. We are to decide between these men, and the result of my reflection leads me to favor the first. Yes, Mr. Chairman, it certainly seems to me that the soldier does more for the nation than either of the others.

(A voice.)—Yes, sir; just look at General Grant.

Chair.—Order. No one must interrupt the speaker. Go on, Mr. Wiggin.

W.—(Pausing.) The flow of my thoughts has been broken and—and I will stop for the present.

Bennett.—Mr. Chairman, I am in favor of the statesman. He is the pilot who sees and estimates the dangers that surround a country. Why, sir, what would a ship be without a pilot—a man that knows how to guide it. Of course we, up herein Crosstown, don't know much about ships, and so let us take a string of oxen—four yoke. Now it takes a smart man to handle them, as you, Mr. Chairman, know.

Chair.—I know it, and I guess I can handle them as well as any one here.

B.—Well, that is just what we need for this country. Some one that can say "Gee" or "Haw" to the people, or sometimes "Whoa;" though I'm for progress in general. Now, Mr. Chairman, General Grant has been alluded to, but we soon got through with his services as a soldier, and then he became a statesman, and I claim that he was a greater man as a statesman than as a soldier. But there are ever so many men to speak, and I guess I'd better stop. But I want you to remember I'm for the statesman all the time. As for the poet I never saw one, except a crazy sort of fellow here thirty or forty years ago that taught school in the log school-house.

Mr. Watson.—I regret that there has been an attempt to belittle the poet. Why, the only American that has been thought worthy of a place in Westminster Abbey was a poet. It was our Longfellow. Now, there must be a reason for it. What is it that we sing in church? Why, poems.

"When I can read my title clear  
To mansions in the skies"

is known by more persons than anything General Grant ever said. Sir, I give my feeble voice for the poet. His domain is the soul, and as high as the soul is above the body, so much higher is the poet above the warrior or statesman. The warrior writes his law in blood; the statesman puts his on parchment that in time will molder away; the poet writes his words on the universal heart of man, and while the heart of man continues to beat the poet's words can never die. Alexander was a soldier, yet now we only know his name, but Homer whose writings Alexander kept under his pillow is as fresh to-day as he was then; he can never die.

Chair.—Col. Watkins, you will, I hope, take a part;



you have drawn blood, I am told, in battle, and you can give us some ideas.

**Watkins.**—Sir, the soldier has not been fairly dealt with, I have fought as you well say, and I have suffered. For more than a week all I had was hard tack and coffee. And then the guns popping away at us. Now I tell you if it hadn't been for us who went out, and were ready and willing to be shot at, there would have been no country, no statesmen, no poets. Homer, who was he? What did he write about? Why, about the doings of soldiers, sir.

Now suppose, sir, that an invader comes to these shores. Suppose it is old England, that is so jealous of us for fear we will swallow up Canada! Now, what is done? Why, they come to us—the soldier that is a nobody, sir—and they say, "Go out and drive those invaders away." It is a shame, sir, that the soldier is so belittled as he is in this Crosstown school-house. I will not permit the glorious armies of the Union to be so berated. (*Draws his sword.*) I am one of the Grand Army, sir. I dare any man.

**Chair.**—Order! Order! Col. Watkins, I hope you will bear in mind that it is our duty to present the other side of this question. Nothing personal is intended.

**Wat.**—If you say nothing personal was intended I will take back my challenge.

**Wig.**—Mr. Chairman, that is about what I wanted to say. Suppose a vast horde of Indians pour on us on our Western frontier. Ah! then we want the soldier. Then the hero comes forward and he says, I will defend you; he instills courage into the hearts of those who tremble and shake in their shoes, he infuses patriotism into the people, he forms them into columns, he attacks the enemy; they fly, and the country is safe again. Sir, I honor men like Col. Watkins, who risk their lives for the country—and, and—That is all, Mr. Chairman.

**Chair.**—Here is neighbor Jones, he hasn't spoken yet.

**Jones.**—Ahem! Mr. Chairman, I think all of the speakers have done very well, and I can hardly tell which side I had better take. Sometimes it seems as though the soldier was the greatest; then when Mr. Watson talked about that little hymn it seemed that the poet was still greater. I remember some lines I learned when I was a boy. They are called:

#### PEGGING AWAY.

There was an old shoemaker, sturdy as steel,  
Of great wealth and repute in his day,  
Who, if questioned his secret of luck to reveal,  
Would chirp like a bird on a spray:  
"It isn't so much the vocation you're in,  
Or liking for it," he would say,  
"As it is that smartly, through thick and through thin,  
You should ever keep pegging away."

I have found it a maxim of value whose truth  
Observation has proved in the main,  
And which might well be vaunted a watchword by  
youth,  
In the labor of hand and of brain;  
For if genius and talent are cast  
Into work with the strongest display,  
You can never be sure of achievement at last,  
Unless you keep pegging away.

There are times in all tasks when the fiend Discontent  
Advises a pause or a change,  
And, on field far away and irrelevant bent,  
The purpose is tempted to range;  
Never heed, but in sound recreation restore  
Such traits as are slow to obey;  
And then, more persistent and staunch than before,  
Keep pegging and pegging away.

Leave fitful endeavors for such as would cast  
Their spendthrift existence in vain,  
For the secret of wealth, in the present and past,  
And of fame, and of honor, is plain;  
It lies not in change, nor in sentiment nice,  
Nor in wayward exploit and display,  
But just in the shoemaker's honest advice,  
To keep pegging and pegging away.

Now it seems to me that a poet who can write such lines is a big man. I tell you, Mr. Chairman, I wish I could do it. I would stop raising potatoes. (*A voice:* "You did write something for the 'Signal,' three or four years ago.") But that was not such poetry as this. It was a little scribble about "Washing Day":

"They bring in suds,  
They bring in duds,  
And all is cold and drear;  
I get cold meat,  
And nothing sweet,  
And live my life in fear."

(Applause.)

**Chair.**—Order! order! We ought to be thankful we have a poet here. Some folks think that only those that live in cities can write poetry. Now it 'pears to me that if neighbor Jones would give more of his time to writing poetry, he might be as distinguished as Shakespeare or Longfellow.

**Jones.**—Oh! you are too flattering, Mr. Chairman.

**Chair.**—Not a bit. Is there any one else to speak.

**Stone.**—Sir, with this last speaker I cannot agree. There is too much that is visionary and absurd. What have poets done? What sort of a man was Shelley, and what was Byron? Our minister in his lecture has described them as about the worst kind of fellows. Now I think that Mr. Jones does more good in raising potatoes and beans, than in writing poetry about washing day or any other day. Potatoes you can eat, and beans you can bake, but what can you do with poetry. Now the farmer is more useful than the poet, the soldier, or the statesman. (*A voice:* "I call the gentleman to order; we are not debating about the farmer, he is off the question entirely.")

**Chair.**—The pint of order is well taken; the gentleman must take one of the three sides, either for the poet, or the statesman, or the soldier.

**Stone.**—I shan't talk for any of them; I am against those fellows who dress up and get a drum and fife, and go around pretending to be bigger than the rest of us. I am against those fellows that get themselves elected to the legislature or congress, and call themselves statesmen; they are nothing but politicians. I am against those that spend their time in writing about "Washing Day." Why, what would Mr. Jones do if Mrs. Jones did not give him a clean shirt on Sunday morning?

**Chair.**—Order! order! there cannot be any personal remarks made here. Which side will you take, Mr. Jones?

**Jones.**—I tell you I am against them all, and for the farmer.

**Sharpe.**—You can't argue on the farmer, because that is not the subject.

**Jones.**—Well, then, I'll sit down and hear the rest of you talk what you don't any of you believe.

**Proctor.**—Mr. Chairman, I have sat here for more'n 'n hour listenin' to you folks talkin' 'bout fighters and politicians and poets. Now, I'll tell you a man worth more'n the whole consarn. You have heard of Edison, the man that makes lightnin' light up the streets down to New York. Don't you forgit he's smarter than—

**Watson.**—Mr. Chairman, I don't like to interrupt neighbor Proctor, but—

**Proctor.**—What do you do it for then?

**Watson.**—He's not discussing the subject before the society.

**Chair.**—The pint is well taken. Mr. Proctor will take his seat.

**Smith.**—Mr. Chairman, I believe I've got something to say about this matter. The other day I went down to the post-office, and we got to talking about the tariff—Now you know I'm an out-and-out tariff man.

**Jones.**—I object to Mr. Smith airing his politics here.

**Smith.**—I was only just agoing to say that our—the best thing we've got in this country is the tariff.

**Jones.**—I object—

**Chair.**—Mr. Smith will be seated.

(*Considerable disorder; some rise, and "move we adjourn."* "Bennett's boss gets loose." Sleighbells are heard. A young man asks to see a young lady home.)

**Chair.**—We stand adjourned for two weeks. (*All go out, taking candles, etc.*)

#### WORK RUNS THE WORLD.

(For declamation.)

Remember, my son, you have to work, whether you handle a pick or a pen, a wheelbarrow or a set of books; whether you dig ditches or edit a paper, ring an auction bell, or write funny things, you must work. If you look around, you will see that the men who are most able to live the rest of their days without work are men who have worked the hardest.

Don't be afraid of killing yourself with over-work. More men die who quit work at 6:00 P. M., and don't go home until 2:00 A. M., than from overwork, and don't you forget it. Work gives you an appetite for your meals, it lends solidity to your slumbers, and give you a graceful appreciation of a holiday.

There are young men who do not work, but the world is not proud of them. It does not know their names, even; it simply speaks of them as "old-so-and-so's boys." The great busy world doesn't know that they are there.

So find out what you want to be and do, and take off your coat and make a dust in the world. The busier you are, the less harm you are apt to get into, the sweeter will be your sleep, the brighter and happier your holidays, and the better satisfied will the world be with you.

—R. J. BURDETTE.

## CURRENT TOPICS.

### THE USE OF CURRENT EVENTS.

The best teachers "keep posted" on what is going on in the world. There have been thousands of men graduated from the colleges who knew just what the "Ten Thousand" did in their famous retreat. They could tell what Ulysses did after leaving Troy, but they could not tell what stars were overhead last night.

A newspaper is not fitted for school use. The "Current Events" in this journal give the matter that is needed for discussion. The time will be short.

1. There should be daily discussion. The pupil who has been appointed for the day (one is appointed for each day of the next week on Friday, by most teachers) is called upon.

"John, what information have you for us?"

"The wolves have been giving much trouble to the inhabitants of Bessarabia," etc., etc.

"Any other pupil?"

"The people of Hawaii have had an election."

"Why is this interesting?"

"Because it is comparatively only a short time since the natives were barbarians," etc.

2. There will be review's once a month—these will occur on the last Friday of the month. In this case the events of January and February are discussed.

"Who can give any political events of the past two months?"

No. 1. Congress has considered postal telegraphy, trusts, subsidies of steamship lines, and arbitration as a means of settling disputes between nations.

No. 2. The Samoan treaty was ratified by the senate, and also an extradition treaty with Great Britain.

No. 3. Efforts were made for the settlement of the Behring sea dispute.

No. 4. A commercial treaty was made between Germany and Turkey, and also a treaty between Italy and Abyssinia.

No. 5. The Australian federation congress met and discussed a union of the Australasian colonies.

No. 6. A revolution was suppressed in San Salvador.

No. 7. Siberian exiles have been massacred.

No. 8. Mr. Parnell recovered \$25,000 from the London Times in his libel suit.

No. 9. Portugal crowned King Carlos I.

No. 10. Brazil proclaimed a separation of church and state.

No. 11. Germany has introduced the standard time.

"Very well done indeed."

(This gives only the bare outline. It is supposed that questions will be asked by teacher or pupil if needed.)

"Now let us see if we can remember some of the casualties."

No. 1. There was a great earthquake and volcanic eruption in Japan which buried a village.

No. 2. A dam in the Hassayampa creek, Arizona, burst, and destroyed much property and drowned a number of people.

No. 3. Wardner, Wash., was burnt.

No. 4. They had a famine in Bessarabia, also the Sudan, also China.

"Very well indeed. There have been many deaths of prominent persons during January and February."

No. 1. Count Andrassy, Prime Minister of Austria; Dr. Doellinger, head of the "old Catholic" movement.

No. 2. Augusta, dowager empress of Germany; Gen. Salamanca, captain-general of Cuba.

No. 3. Congressman William D. Kelley; Walker Blaine; and George H. Boker, the poet.

"I will give you to-day twenty-five questions. All may answer:

1. What is postal telegraphy?

2. What are trusts? Mention some of them.

3. Do you think subsidies would help American commerce?

4. Define arbitration. Tell about the Alabama claims. Why should nations settle disputes by arbitration?

5. Where is Samoa? What nations are interested in the islands?

6. What is the object of an extradition treaty?

7. How did the United States gain jurisdiction in the Behring sea?

8. What is the difference between a commercial treaty and a treaty of alliance?

9. Describe the people, climate, and productions of Abyssinia.

10. What was the dispute between England and Portugal?

11. What is federation? What is the object of it? What federation is there on the Western continent?

12. Who are the Nihilists? What is the character of the Russian government?

13. What is revolution? Mention some revolutions of history. How do they differ?

14. Give the main facts of the Parnell case.

15. What is meant by a separation of church and state? What is the American idea on that point?

16. Tell about standard time. What are its advantages?

17. What do you think are the causes of volcanoes and earthquakes?

18. Tell about the Hassayampa disaster.

19. What are snow slides? What is their effect sometimes in Switzerland?

20. What cities have suffered from fire recently?

21. What causes famine? Why is a famine not likely to occur in the United States?

22. Who was Count Andrassy? What is there peculiar in his career?

23. What nation governs Cuba?

24. What can you tell about Congressman Kelley?



## CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

## THEY WON'T TALK.

I am having good success in general, but I have a class in United States history that won't talk on the subjects. If I ask direct questions they will answer them, but I want them to express themselves on the subjects.

S. A.  
No wonder you are concerned. There is something wrong in them or in you, and we think it is the latter. Will they talk about the good time they had in sliding down hill, or at the fair, eating ice cream and cake? No; you say. Ask them to talk about the sermon that was preached to them. Ask them about the history they have read, and they cannot say anything. If they had seen George Washington at the head of an army would not their tongues rattle? You must make them see the history. You must talk it over to them so that they will see it. Remember, that the class is all right. To help you remember what has been said, read this story: A man went with his son to a clothing store to buy a coat for the lad. One a mile too big was put on him, and when the father remonstrated the dealer said, "The goat is all right; it's the poy that's too small." We say the class is all right; it's the subject that's too big.

## CONGRESS.

Why is this called the fifty-first congress? Why not the one hundred and first?

## A SUBSCRIBER.

Congress began to hold sessions, under the Constitution, in 1789, so that this is, as you say, the one hundred and first year in which congress has sat; and if a new congress came in each year, this would be the one hundred and first. But it is only elected once in two years. There was no congressional election in 1889, you remember; but there will be one in 1890 and in 1892, and there was one in 1888. The congress chosen in November, 1888, holds office from March, 1889, to March, 1891; then March 4, 1891, begins the fifty-second congress, elected in November, 1890. All this, of course, refers to the house of representatives; with the senate it is different. Have you ever read the Constitution of the United States? You will find it an interesting document. It has created much favorable comment throughout the civilized world, and you ought to be familiar with its contents.

## A WIDE CIRCULATION.

The pupils of school No. 2, Elmira, gave an entertainment, a short account of which appeared in THE JOURNAL. In one day Mr. W. H. Benedict, the principal, received two letters from different persons asking him for the program. One came from North Carolina, the other from Idaho. This seems to show that THE JOURNAL reaches live people.

Castile, N. Y.

F. E. TRAUTMAN.

## NEW YORK'S TEACHERS' SCHOOLS.

What is the object of both the New York College for the Training of Teachers, and the Normal College of New York City? Who are admitted, and what is the expense to one attending?



what books are in use, and what books are giving satisfaction. The money the Harper's have spent on making this magnificent series of readers known, has been a wise investment. They are aware that a new era has dawned. The teachers of this quarter of the century take and read educational papers far more than the teachers of the third quarter of the century. We believe that no kind of papers return such valuable results to advertisers as THE SCHOOL JOURNAL and THE TEACHERS' INSTITUTE. As we turn over the pages of this book we see again and again the well-known names of the readers of these papers—they are the "live" men and women of the school-room.

A WRITER in a Chicago paper says that Prof. Gilmore receives no credit as the author of "He Leadeth Me." He goes on: "And so I say there is little encouragement in the writing of hymns. Not only is the author poorly paid for the work, then almost entirely forgotten, but the additional stigma is offered of having the hymn embodied into hundreds of collections without a cent of revenue accruing to the author. The small pittance given to the author when the hymn is first published, is oft-times the only remuneration." This is eminently Chicagoish. It reminds one of the man who preached a sermon and was paid \$10, his price. He pleaded for a dollar more, because he had talked with two sinners on the steps of the church. A man who does good, does it at his own risk.

A MAN named Charles H. Miller died in a freight car in Allegheny. A paper says:

"He was unable to earn his living as a writer, nor as a physician, though quite well educated. It is said he was not a drinking man."

Why should an educated man starve in this country? Teachers, are the boys you educate likely to starve?

"EDUCATION" is the name of a high-class journal about to be issued in London, under the management of Messrs. Roper & Dowley.

THE Buffalo, N. Y., common council has decided, by a vote of 18 to 8, to send a committee to Philadelphia to inspect the manual training school of that city. This is the institution of which we last week published a very complete account. It has been decided, should the committee report favorably, to take action toward establishing a similar school in Buffalo. Thus the good work goes on.

THE legislature has before it a bill to reconstruct the board of education of this city, making its members representatives and residents of the different wards of the city. This is not a good measure. It is a very bad measure. At present the mayor is responsible to the whole city for his choice of members of the board, and has the whole city to choose from. Therefore he makes excellent appointments. Under the new bill his appointments would inevitably fall below the present standard. The bill should be killed.

A LIVE teacher in Kentucky writes to us approving our articles upon the more extended recognition of teachers certificates, and, with an expression of shame, cites the condition of affairs in Kentucky, where, by an absurd law, a certificate is valid only in the county in which it is issued. This is the case in spite of the fact that the questions are uniform throughout the state, emanating from a central body, and the examinations are held simultaneously in all counties. The effect is deplorable:

The last examination occurs in January, and as the law stands, should a vacancy occur in any county after then, it could only be filled by a teacher who has a certificate for that county, even though it be a third class certificate, when other teachers far superior might easily be had, but their certificates are not for that county.

This is surely a text for those who are working to secure a comity between the different parts of the country, so that a good teacher, with a certificate to that effect, can secure the best place anywhere vacant, while a good school can secure the best teachers it can find, and not be restricted to a few candidates.

PROF. Theodore H. Johnston recently told the Northwestern Ohio Teachers' Association about schools in the Argentine Republic. The administration is strictly centralized, a minister of education having control of all schools. At the head of the system are two universities. These rank with ours, like Harvard or Columbia, in many respects, but in technical work are inferior. Collegiate sport, in this country considered an important

part of higher education, is unknown in South America.

At the same meeting, Prof. L. B. Hall spoke of German preparatory schools. The gymnasium, which carries boys up to their eighteenth year, is parental in government, the rules being strict and rigidly enforced, and covering many points not touched by American teachers. Prof. Hall stated that the German boy of 18 is as well-trained as the American of 23, but that outside of book-learning the American is his superior.

GEORGIA HOPLY.

PENNSYLVANIA is giving much attention to school-house building. Pittston, early in the season, erected a fine high school; Scranton, a city of 80,000 people, added four large buildings, aggregating thirty school-rooms; and Carbondale City followed with a well-equipped graded school. Several of the boroughs, such as Wanamie, Dickson, and Wyoming, erected smaller graded schools. Kingston, Hanover, Newport, and Lackawanna built several new houses. The city of Wilkes-Barre, with a population of 45,000, has just completed two fine buildings—one a ward and the other a high school. The latter has eighteen class-rooms, physical and chemical laboratories, and a work-shop. The subject of warming and ventilation was carefully considered by the various school boards, and all have adopted the Smeed Wills system. T. J. MCCONNOR.

CHARLES L. Moore, of Ellicott City, Maryland, writes to us: "The Baltimore Teachers' Association, on the 15th of Feb., was a success. The white and colored teachers met at the same date. The separate meetings of the colored and the white teachers of Baltimore county are a thing of the past; both associations have been formed into one, which is right, when it is proved beyond doubt that all are laboring faithfully and conscientiously in the same grand cause, with the same glorious object in it—the training of men and women."

THE next annual meeting of the Georgia State Teachers' Association, will be held at Columbus, April 30 to May 3. The association was divided last year into departments, kindergarten, primary, grammar school, high school, and normal. The departments will hold afternoon meetings, and the general discussions will be in the morning, and at night. The secretary of the association, Prof. E. B. Smith, of La Grange, is working up an exhibit of school-work. All the leading city systems will be represented in it. County schools in Georgia are now generally closed, and will not open again until after crop time—about July 1.

THERE is a movement even among "the bloated bondholders." Enoch Pratt, of Baltimore, gave one million of dollars to Baltimore for buildings and a library. Andrew Carnegie gave \$300,000 to Allegheny for a library. Now he has just given one million to Pittsburgh for a library.

THE SCHOOL JOURNAL this year is continuing its supply of good things about education and the school-room. Articles appear weekly upon the principles and practice of education. The editors, Amos M. Kellogg and Jerome Allen, have had long experience, and their views upon current educational matters appear in each number. In the "School-Room," the various branches of study are treated practically by experts in the arts of advanced teaching; "Language and Things" are the two subjects treated one week, "Earth and Numbers," another; then "Self and People," and finally "Doing and Ethics." Other departments are under the heads of Educational Notes, Current Topics, Correspondence, Queries, and Supplementary. THE JOURNAL is published weekly at \$2.50 a year.

#### SCHOOL WORK IN GERMANY.

The budget of the public schools for next year shows an increase of 331,000 marks, of which 123,316 marks are devoted to improvements in the normal schools, an equal sum to efficient school supervision, about 100,000 marks for pensions. Hence, there is absolutely no increase for the actual improvements of the public schools themselves, unless they are made by communities.

The Prussian minister of public instruction warns the school commissioners of cities not to employ young teachers fresh from the normal school, but to allow these to make some experience in the country schools, before they are drawn into the cities. It is well enough understood, why the school authorities should prefer very young teachers, if we mention that they are not so likely to claim a pension in the near future.

The citizens of Paulau, near Brieg, have erected a monument in honor of their teacher Hacke, which bears this inscription, "Remember your Teacher."

Several cities in Prussia and Saxony have resolved to do away with the tuition fees, and have even made arrangements for refunding the fees paid since April 1, 1889.

The provincial government of Erfurt has ordered the local school authorities to pay the expenses of the teachers who attend the provincial teachers' meeting. In Cassel a geographical school museum has been founded.

The firm of Krupp, the great gun-makers in Essen, have opened a domestic science school, for the girls of their employes. The instruction is given free, and the course embraces the cooking of simple meals, preserving of vegetables and fruits, keeping of stores, buying of food, planting of the kitchen-garden, washing, mangle and ironing, knitting, darning, and patching. A similar school is found in Lennep (Rhenish Prussia). The girls of this school must be 18 before they can enter.

Schools for dullards are being established in quick succession in nearly every medium sized or large town in Germany. Elberfeld was the first city to set the example.

#### NEW YORK CITY.

AFFAIRS in the Ninth ward are clearing up. Trustee Tinsdale has made a good deal of trouble there. Grammar school No. 3, especially, has suffered. He made charges against veteran Principal Southerland, involving one of his lady teachers. These charges were examined by the board of education to which Mr. Southerland courageously appealed, and there suit is, as might have been expected, a complete vindication. Mr. Tinsdale resigns, and probably the old-time prosperity will settle down on famous No. 3.

THE New York assembly has passed Mr. Peck's bill providing that every school district that employs a teacher for 32 weeks shall receive \$100, and a like sum for each additional teacher. The bill was opposed by the representatives of New York City, and Brooklyn, on the ground that the amount received by cities would be decreased by \$100,000, the country districts gaining that amount. As the law now stands, one-half of the state's school money is divided according to the number of teachers, and the other half according to population. Before 1885, one-third was apportioned according to the number of teachers and two-thirds by population. The new bill would still further decrease the percentage divided on the population basis. It would act, however, as an incentive to increasing the number of teachers, both in city and country. It would also materially help the country schools. Whether the bill will pass the senate and be signed by the governor is still doubtful.

AT the New York trade schools last week, thirty-eight young men were passed by the examining committee of the Master Plumbers' Association, and received certificates that insure them a good livelihood for the rest of their lives. Col. Auchmuty, the founder of the schools, spoke to the successful students, and was heartily applauded for the good work he is doing.

ON Saturday, March 15, before the associate alumnae of the Normal College, Mrs. Erving Winslow's reading, "The Pillars of Society," by Henrik Ibsen, will take place.

THE site for the new building, to accommodate the board of education, officers, etc., has not yet been definitely settled upon. The site committee have ascertained that a majority of the city's teachers live north of 42d street, the number increasing annually, and therefore favor an uptown situation. The building should be erected as promptly as possible. It is needed.

THERE is no better cheap book for school use than *Song Treasures*, published by E. L. Kellogg & Co. The price to schools, in quantities, is very low. The manner of binding, and the pretty and durable postal card man cover is very taking. C. C. Showalter of Kingwood, W. Va., writes December 11: "We are using *Song Treasures* with great success."

BUSINESS COLLEGE.—Commercial college teacher wanted for position paying \$1,200. Must invest \$2,000, and will receive guarantee of 12 per cent. on investment besides salary. Apply to H. S. KELLOGG, 25 Clinton Place, New York.

A good sharp appetite and good digestion are given by Hood's Sarsaparilla. Take it now.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE BOYHOOD AND YOUTH OF GOETHE.** Translated from the German by John Oxenford. New York: G. P. Putnam's Sons. 2 vols., 32mo., 800 pp. \$2.00 the set.

For these two volumes of the Knickerbocker Nuggets series there have been taken the first eleven chapters of Goethe's autobiographical "Truth and Poetry from my own Life." These are the chapters that will especially interest teachers. For the wide-awake teacher of to-day, from primary grades to post-graduate universities, looks to the development of the German youth as one of the unattainables that the world should nevertheless strive for. So that although Goethe's youth lacked the influence of Froebel and even of Pestalozzi, yet, being much like the boyhood of any other German of corresponding position, it possesses special interest for us when told—talked about, let us say—with the touch of genius, and Englished, we must add, with considerable talent. Perhaps this sentence will illustrate what we have said: "I had thus learned Latin, like German, French, and English, merely by practice, without rules, and without conception. I skipped grammar as well as rhetoric; all seemed to me to come together naturally. I retained the words, their forms and inflections, in my ear and mind, and used the language with ease in writing and chattering." This was in 1764, when Goethe was fifteen years of age—but it was in Germany. Of course, too, Goethe was, like our own Bryant, a natural linguist. Yet we should take well to heart the fact that neither of them ever learned to parse a sentence.

**MARIE BASHKIRTSEFF: THE JOURNAL OF A YOUNG ARTIST, 1860-1884.** Translated by Mary J. Serrano. New York: Cassell Publishing Co. 12mo. 434 pp. Paper, 50 cents.

The most popular book of the season is now published in an inexpensive form, and will probably, therefore, reach a still larger circle of readers than before. This edition is not made "cheap" by anything except its paper cover. The print is clear and readable, and the paper, while light, is good. The portrait on the cover should secure many readers for the journal of a girl with so perfect a face.

**UNITED STATES: HISTORICAL OUTLINES.** For Teachers and Students. By F. Gillum Cromer. Fourth Edition. 12mo. 108 pp. Greenville, Ohio: Published by the Author.

Mr. Cromer states that his work is the result of actual pedagogical labor and experience. It consists of a collection, in tabular form, of the dates, facts, and the surrounding circumstances of American history. References are given to authorities and literature, and the book must of course be used in connection with a school history.

**OPEN SESAME! Poetry and Prose for School-Days.** Edited by Blanche Wilder Bellamy and Maud Wilder Goodwin. Vol. I., For Children Up to Twelve Years of Age. Boston: Ginn & Co. 12mo. Cloth. 330 pp. 90 cents.

The object of this collection is to cause children to acquire a fondness for the work of good authors. It differs from most collections, and is superior to them, in the excellent judgment with which light and bright verses have been found, by our best English and American poets. A child who has had this book a year will be interested in hearing elders discuss the Shakespeare-Bacon dispute, the death of Browning, the later poems of Tennyson, because he will have become acquainted with these authors, and become so, we feel sure, of his own volition. When he hears the statement made that Mrs. Browning was a poet, Adelaide Proctor and Helen Hunt poetesses, he will have his own opinion on the subject. In the same way the illustrations will at least give to children a familiarity with the names of the old masters, from whose paintings these excellent cuts are taken. The most attractive is the baby-portrait, by Van Dyck. What little prose is given is well selected. There should be an index by authors. It seems astonishing that the Messrs. Ginn can offer such a volume as this, so admirable in press-work, paper, binding, etc., at so low a price. Many of the old folks will want the book as much as the children.

**SEMITIC PHILOSOPHY.** Showing the Ultimate Social and Scientific Outcome of Original Christianity in its Conflict with Surviving Ancient Heathenism. By Philip C. Friese. Chicago: S. C. Griggs & Co. 12mo. Cloth. 248 pp.

By "Semitic Philosophy" the author means the Christian doctrine of the kingdom of God; it was man's first thought, original, instinctive; Christ was the author of its great revival. The author here applies this doctrine to many modern problems, including such questions as the relation of church and state, and church and school, the purification of politics, the labor question, and the various phases of the race problem.

**AUS DEM STAAT FRIEDRICHS DES GROSSEN.** Von Gustav Freytag. Edited with Notes. By Herman Hager, Ph.D. Boston: D. C. Heath & Co. 12mo. Paper. 116 pp. 30 cents.

Frederick the Great, like all the great characters in foreign history, is too little known to American youth. This essay, with the help of very copious notes, will make him a hero in the eyes of many a boy to whom he is now only "one of those kings." He is a worthy hero and American boys should know about the European part of what they have been taught to call the "French and Indian War"—a war that made the United States a possibility, and a war in which Frederick played the leading part.

**THE NEW ECLECTIC HISTORY OF THE UNITED STATES.** By M. E. Thalheimer. Cincinnati: Van Antwerp, Bragg & Co. 12mo. 450 pp. \$1.00.

The portrait of George Washington, which serves here as frontispiece, is a fair criterion of the entire work; it is superb. No better examples of the engraver's art have been put into books than some of those furnished by Mr. Jacques Reich to this history. Much of the work is from photographs, and all is artistic, and the profusion of cuts makes it a constant pleasure to handle the book. The maps, too, call for comment. They are many and excellent. The shade-maps showing the area of the country at

each period; the colored maps giving the voyages of exploration, the local and detailed maps, as well as the general ones—all are fine. They serve the right purpose of maps, making geography historical, and history geographical. The work almost forces one to make use of the title expression, that nothing has been spared to make it a standard school history. The text shows equal care and attention. Noticeable and valuable features here are: notes as to men and things mentioned in the body of the work; lists of authorities and parallel readings; points for essays, map exercises, and other helps to the teacher.

**PRACTICAL ENGLISH, FOR INTERMEDIATE AND HIGH SCHOOLS AND TEACHERS' INSTITUTES.** By E. R. Booth. Chicago: A. Flanagan. 12mo. 305 pp. 90 cents.

This work undertakes to cover, in its seven parts, the entire field of pronunciation, spelling, lexicology, etymology, syntax, composition, and literature, so far as these subjects should be covered in an intermediate school. Each part is sold separately at 10 or 15 cents; thus the first three make an excellent spelling-book, the last two a rhetoric. We have found the lexicology the best and most original part of the book.

**STANLEY'S EMIN PASHA EXPEDITION.** By A. J. Wanters, Chief Editor of the *Movement Geographicque*, Brussels. Philadelphia: J. B. Lippincott Co. 12mo. Cloth. 378 pp. \$2.00.

The great interest aroused by the initiation and outcome of the latest journey of discovery in Central Africa has made certain the attractiveness, to a large class of readers, of works giving more or less accurate accounts of the hardships and trials of Henry M. Stanley in his reputed relief of Emin Pasha. The present volume, while (like all others published before the return of Mr. Stanley to Europe) of necessity lacking in authenticity, is yet from the pen of an expert upon African matters, who has apparently done his work faithfully and certainly *con amore*. The illustrations, moreover, are many and good, noticeably attractive being the frontispiece, a portrait of Mr. Stanley that will seem, we fear, very youngish to those who meet the gray and wrinkled explorer when he comes to America.

**THE BOOK OF PLANT DESCRIPTIONS, OR RECORD OF PLANT ANALYSIS.** Prepared for the Use of Teachers and Students. By Geo. G. Groff. Lewisburg, Pennsylvania: Published by the Author. 4to.

This is a herbarium for the use of schools. It opens with a list of terms used in describing plants, a list so complete and so well-arranged, that by reference to it the pupil must greatly be aided in entering his specimens. Thus he may begin with the root. In the table he finds, under Roots: (1) Kinds, (2) Shapes. Under (1) he has a description of simple primary, multiple primary, secondary, aerial. Under (2) he finds conical, fusiform, napiform, ramose, fibrous, tuberous, fibro-tuberous, moniliform. The definitions, of course, appeal only to one who has a botany at hand or knows its contents; but as suggestions to the beginner in practical field-work they are excellent. The body of the book contains pages for the complete description of the plants analyzed, with each particular noted, and spaces left to be filled in, place for leaf, flower, plan of flower, etc. A specimen page shows how the work is to be done. We should suppose this work is to be of great value to those desiring to instill or acquire a love or a knowledge of nature in her forms of beauty. We should have advised the plan of inter-leaving, and as the work has every prospect of running through many more than this, its seventh, edition perhaps our suggestion will be adopted by the author.

**A COMPLETE ALGEBRA.** To Accompany Ray's Series of Mathematics. By George W. Smith. Cincinnati: Van Antwerp, Bragg & Co. The Eclectic Educational Series. 12mo. Cloth. 358 pp.

One of the aims (and one of the most important results) of the better methods of teaching that are now coming into vogue throughout the country, is the avoidance of repetition on the part of the pupil. In the old days a boy of seven was asked where he was in arithmetic. "In fractions," he replied. Two years later, asked the same question he would give the same answer; if you expressed surprise, the explanation was made that he was in a "higher book," in which, we suppose, the reasons for his "fractions" were more thoroughly concealed behind big numerators and complicated denominators, than had been the case two years before. How far this repetition is unavoidable, in arithmetic, cannot be said without deep consideration and long experience. The root of the evil probably lies in the effort to attain an unnatural rate of speed in the child's advance during his earlier years; the cure for it in adjusting every lesson to the child's powers of understanding. This algebra is intended to prevent this useless process of repetition in the higher grades. Either a pupil can be led, by a process of gradual development, to understand all that is needed in algebra, or that pupil should not take up the study. "Elementary algebra" has no place in a proper curriculum. It is for this reason that we greet the present volume with praise. It is thorough; it is simple, yet it is complete. The author has, moreover, made some distinct improvements upon the ordinary school algebra, in his uniform usage of terms and signs, his substitution of reason-explanation for rule-learning, and his plan in regard to solutions of problems. An excellent feature, because productive of reasoning, is the introduction of absolutely simple equations (such as  $x=a+6$ ,  $x-5=11$ ,  $x=y-2$ ,  $y=7$ ) at the very outset. Altogether this work deserves very high praise and, so far we have noticed, very little criticism.

## MAGAZINES.

The *Magazine of American History* for March has a fine frontispiece portrait of Charles Dickens. The leading article is a historical reminiscence of New York, giving portraits of many of the old residents of the city. Other interesting articles are "Celebrating the Birth of William Bradford," "Sir John Bowring and American Slavery," "Hawthorne's first printed Article," and "Story of a Busy Government Bureau."

The *Month* for February opens with an exhaustive article, by the editor, on "University Education in Ireland." The Brownian literature is increased by an article, by Rev. John Rickaby, on "Browning as a Religious Teacher." Some of the triumphs of modern pictorial art are rehearsed, by T. F. W. Howley, in "Wood-cuts and Photo-engravings." There are several other articles, which, with the reviews and literary record, make up a very readable number.

Mrs. Sallie Joy-White, president of the N. E. Woman's Press Association, contributes to the *March Wide Awake* an article for young women on "Newspaper Workers," "Animals at School,"

is the title of a curiously interesting illustrated article about wonderful trained animals, by Eleanor Lewis. Josquin Miller contributes a California sketch, "A Rabbit Round-Up."

The *March St. Nicholas* begins with an exciting adventure, "On a Mountain Trail," told by Harry Perry Robinson. Two miners fight a pack of ravenous wolves with dynamite. Mr. Taber illustrates the story with vigor. A delightful story is "Jack's Cure," by Susan Curtis Redfield. Mrs. Preston tells of "George" and "Nellie Custis," the children of Mount Vernon, who seem to have been not so essentially different from our own boys and girls. Alice Maude Ewell depicts for us a Virginia comedy of the old days when housewife's were ducked for crossinism. There are three natural history articles: Mrs. Sandham describes "The Crow's Military Drill" preparatory to migration; Ernest F. Thompson protests against that slanderous name, "The Screech-Owl;" and E. M. Harding has a timely sketch called "Mother Nature's Bales in the Wood," wherein the preservation and provisioning of the germs of spring vegetation are described clearly, scientifically, and in the interesting way which, to say the least, not all botanists attain.

Among the distinguished contributors to the April number of *Munyon's Illustrated World*, are United States Senators Cockerill, Blair, Inoué, Squire, et al., and Congressmen Breckenridge, O'Neill, Atkinson, Mills, and Boutwell, and the presidents and professors of the leading colleges of the country contribute papers.

A frontispiece portrait and a sketch of Bret Harte are among the attractions of the *March Book Buyer*. The classified summary of publications in this number shows that more than 1,500 new novels were published in this country and England in 1889. The April number will contain a portrait and sketch of Mark Twain, and, in addition to the usual features, the list of correct answers to the prize questions given in the January and February numbers, together with the names of the winners of the prizes.

The forthcoming issue of the *Nineteenth Century* magazine contains an article by Prof. Huxley that purports to complete the demolition of Henry George and his theories. It is a bad sign to find that a pernicious doctrine requires many killings. Henry George's seem to have survived several previous deaths. Political science is uppermost in both this and another English periodical, the *Contemporary Review*. In the latter M. de Lavievere, the leading economic authority of France, if not, to day, of the world, writes upon communism, and Fletcher Moulton argues for the "Taxation of Ground Rents," in spite of Prof. Huxley. An article by Lynph Stanley upon "Free Schools" will interest Americans. The English seem to be quite at sea upon this question.

The March number of the *Political Science Quarterly* opens with an extremely interesting review, by Prof. A. D. Morse, of Amherst College, of the political theories of Alexander Hamilton. The growth of Hamilton's ideas, their advance and their deviation from the course of American thought, is made clear. Prof. Morse's paper is of great value. Another important article is that of Prof. Patten upon David A. Wells and his economic views. In the same number Irving B. Richman discusses American citizenship. Prof. Seligman traces the history of personal property taxation, and J. P. Dunn writes of the mortgage evil in the West; while the number contains some twenty book-reviews, each written, as book-reviews rarely are, by an expert in the subject discussed. The *Quarterly* is, in our opinion, the most scholarly magazine that issues from the American press.

David Starr Jordan, president of the University of Indiana, will open the April *Popular Science Monthly* with an article on "Science in the High School." Its object is to show up the make-believe character of what is offered in many schools to satisfy the modern demand for science-teaching. There will follow an article by Prof. Huxley, entitled, "On the Natural Inequality of Men," and Prof. C. H. Toy, of Harvard, will contribute an essay on "Ethics and Religion," in which he shows that religions have mainly borrowed their rules of conduct from what men have regarded as right, and that it is doubtful if ethics has received anything from religion.

The sale of the *March Wide Awake* has been exceptionally large, owing to the demand for Mrs. Frances A. Humphrey's charming sketch of "The Beautiful Emily Marshall." The *Century* for April will contain two full-page engravings, by Timothy Cole, the engraver, each subject being a "Madonna and Child," by Giovanni Bellini; namely, the famous altarpieces in the church of S. Zaccaria and the church of the Frari in Venice. The conductors of the *Century* claim that modern wood-engraving has never been put to such valuable and permanent use as in this series of engravings made by Cole in the very presence of the greatest pictures. The original relations of those which are so sadly confused in the photographs, especially in those of the Venetian school, are retained in all the accuracy possible to black-and-white.

*Manual Training in the Public Schools of Philadelphia*, by James MacAllister, is the latest issue of the *Educational Monographs* series, published by the New York College for the Training of Teachers.

We suggested, in our issue of February 22, that Bancroft's "History of Utah" was rather a collection of the materials of history than history itself. This view has since been expressed by the *New York Nation*, which has printed a very elaborate and excellent review of the work, and has already furnished, so far as its space would permit, the history of the Mormons that we hoped would be built upon the foundations laid by Mr. Bancroft.

## ANNOUNCEMENTS.

SCRIBNER & WELFORD announce the publication of "The Uncollected Writings of Thomas De Quincey," with a preface and annotations by James Hogg.

GINN & Co. will issue in April or May, "Directional Calculus," by E. W. Hyde, professor of mathematics in the University of Cincinnati.

HOUGHTON, MIFFLIN & Co. have issued as an extra number of the *Riverside Literature Series*, the "Riverside Manual for Teachers," containing suggestions and illustrative lessons leading up to primary reading, by I. F. Hall.

D. LOTHROP COMPANY have added to Mr. Brooks' exhaustive "Story of the American Indian," and Dr. Barrows' pithy "Indian Side of the Indian Question," two books that combine romance with stubborn facts—Mrs. Nellie Blessing Eyster's "Colonial Boy," and Miss Sparhawk's "Chronicle of Conquest."

MACMILLAN & Co. have recently added to their "English Men of Action" series, "Warren Hastings," by Sir Alfred Lyall, K.C.B.; "Monk," by Julian Corbett; and "Peterborough," by William Stebbing.

HARPER & BROS. will shortly give a translation, by Mr. Thomas A. Janvier, of Don George Isaac's South American romance, "Maria."

D. APPLETON & Co.'s publication, "Falling in Love, with Other Essays on More Exact Branches of Science," by Grant Allen, is a collection of writings by a very brilliant author.

HURBARD BROTHERS offer the public a book that describes one of the greatest catastrophes of history. It is "Through the Johnstown Flood," by Rev. Dr. David J. Beale.

JOHN WILEY & SONS present William Ferrel's "A Popular Treatise on the Winds."

IVISON, BLAKEMAN & Co.'s recent publication, "Manual of the Northern United States," by Asa Gray, is a revised edition of a very useful botanical work.

D. C. HEATH & Co. publish a translation of the constitution of Switzerland, by Prof. Albert B. Hart, of Harvard University, with careful historical and bibliographical notes. It is one of the series of Old South leaflets.



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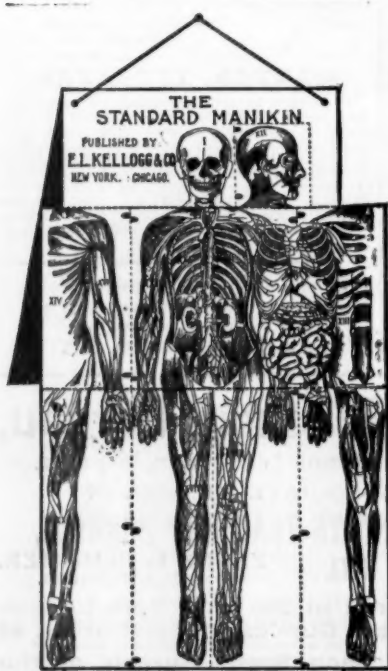
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